

<b>Inspection date</b>	12/03/2014
Previous inspection date	17/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## **The quality and standards of the early years provision**

### **This provision is good**

- The childminder establishes warm relationships with the children and these secure attachments help promote children's emotional well-being, so they are ready to learn.
- The childminder uses her secure knowledge of the Early Years Foundation Stage to plan activities to promote next steps in children's learning, so they make progress.
- The childminder has an effective system for assessment and monitoring children's progress, so planning builds on what children can already do.
- The childminder provides very good support for children with English as an additional language and children with special educational needs and disabilities, so all progress well from their initial starting points.

### **It is not yet outstanding because**

- The childminder does not always support the younger children's ability to get on with others positively to help them gain good levels of self-control during activities.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector viewed the childminder's self-evaluation form and areas identified for improvement.
- The inspector discussed the children's activities and her practice with the childminder.

## Inspector

Ruth George

## Full report

### Information about the setting

The childminder lives in Bicester, in Oxfordshire and registered in 2009. Childminding takes place on the ground floor of the house, together with a second-floor landing for additional play space. There are two enclosed gardens at the front and back of the house available for outdoor play. The family has a dog.

The childminder supports children who speak English as an additional language and children with special educational needs and/or disabilities. This childminder is registered on the compulsory and voluntary parts of the Childcare Register and offers care to children aged over five years. The childminder holds a level 3 qualification in home-based childcare.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance the programme for the younger children's personal, social and emotional development by providing more positive messages to help them learn to get on well with others in preparation for the next stage in their learning, such as teaching them to share toys and learn to take turns when spontaneous opportunities arise

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The childminder provides a warm and friendly environment in which children are happy and engaged in their play. The quality of teaching is good and the children make good progress in their learning. The childminder uses accurate assessments to plan for children's next steps in learning based on their current interests. The childminder completes a comprehensive assessment for children in their second year. She shares the assessment with parents and values their contributions. She uses her good knowledge of children's individual abilities and stages of development to help them develop well and be ready for starting school.

The childminder provides effective support for children acquiring English as an additional language. The children particularly enjoy singing songs and rhymes which the childminder uses to help their vocabularies expand and to learn that words rhyme. The childminder skilfully provides a narrative as children play to support and extend their language acquisition and to introduce early mathematics, for example, counting and basic mathematical language.

The childminder actively encourages children's self-help skills, allowing children time to

persevere and achieve. She organises the environment to support children's growing independence, enabling them to access toys and activities from low-level shelves and boxes. The childminder provides very good support for children with special educational needs and/or disabilities, working closely with parents and other professionals.

The childminder creates a friendly atmosphere based around the children's interests to promote the younger children's learning in the most important areas, which she understands. She uses the children's recent interest in transport as a focus to support physical development. The childminder interacts and plays well with the children. They enjoy their activities, for instance when making a train from boxes and call 'choo choo' excitedly as they climb in and out. The childminder links activities successfully to extend children's experiences, such as when providing crayons for the children to make marks to represent the wheels and to draw patterns on the carriages. Such activity helps underpin children's eventual handwriting skills in readiness for the next stage in learning.

The childminder makes good use of the local community to broaden children's learning experiences. Children have good opportunities to develop their physical abilities through visits to the local parks. Using the local children's centre activities enables the children to develop their social skills, explore a wide range of media, and take part in singing sessions with others.

### **The contribution of the early years provision to the well-being of children**

The children evidently have a close attachment with the childminder. She shows a close bond with the children, is attentive to their requests and available for a cuddle when the children are tired. This shows children are emotionally secure. The childminder makes good use of the available space and rotates resources to provide children with plenty of variety. They are confident, becoming independent and are emotionally well prepared for their next stage in learning.

The children are beginning to learn to respect each other and learning the skills to get along together and share their toys. There are times that the children 'tussle' over toys and display their strong will and determination. The childminder supports children to manage behaviour well overall, however, on occasions behaviour management strategies are less positive.

The childminder teaches the children to keep themselves safe, so they hold on to the handrail when climbing the stairs with the childminder following behind as a precaution. The childminder talks to the older children about fire procedures and has practised these with them. This experience promotes the children's understanding of how to keep themselves safe in the event of a fire.

The childminder plans opportunities to promote children's early understanding of a healthy lifestyle. She encourages children to be outside and children thoroughly enjoy their time in the garden, gaining a positive attitude to being outside in the fresh air. They run around excitedly, and jump up and down on the patio. One child skilfully climbs to the top of the

slide and slides down. The childminder encourages a less confident climber who slowly but successfully climbs to the top, and slides down. This achievement is praised, which motivates learning.

### **The effectiveness of the leadership and management of the early years provision**

The childminder has a good understanding of the requirements of the Early Years Foundation Stage which she meets. She uses self-evaluation effectively to drive improvement. This reflection ensures a focus on meeting children's developmental needs and as a result, children make good progress in their learning and development. There are good assessment records for the children and the childminder uses these to effectively plan for children's next steps in their learning. The childminder makes good use of a software program that supports her provision. It aids the childminder in building a summary of the progress children make and enables her to monitor all aspects of their learning successfully.

The childminder has comprehensive written policies and procedures to support her practice to safeguard children which she implements. She has attended safeguarding training, holds a relevant first aid certificate and has a good knowledge of how to keep children safe and protect them from harm. She has all required records and documentation and makes effective use of risk assessment to minimise accidents within her home and outside. These processes keep children safe and maintain their good health and well-being, demonstrating that the childminder makes good use of her qualification.

The childminder has very good relationships with the parents. They have daily chats with the childminder at the beginning and end of the day to share news from home and to be updated on children's activities and achievements with the childminder. The childminder makes effective use of computer systems to work with parents, such as using the internet parent portal within the software program to exchange information with the childminder and contribute to their children's assessments. This system allows other parents and carers to communicate with the childminder who are not able to see her often.

The childminder understands the need to communicate with other professionals involved in the care and learning of the children, to maintain continuity of care. She supports children's transfers to school by equipping children with suitable skills and works in partnership with the teachers of children she collects from school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY388018
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	815892
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/08/2009
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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